



CONTINUOUS IMPROVEMENT PLANNING

Participant's Resource Booklet

Table of Contents

	PAGE
703 KAR 5:225 Section 9 (Comprehensive School and District Improvement Plan Process)	2
ASSIST structure model	4
Achievement Bingo	5
Achievement Gap Data	6
Determining Priority Needs Fishbone Activity	7
Additional Resources	8

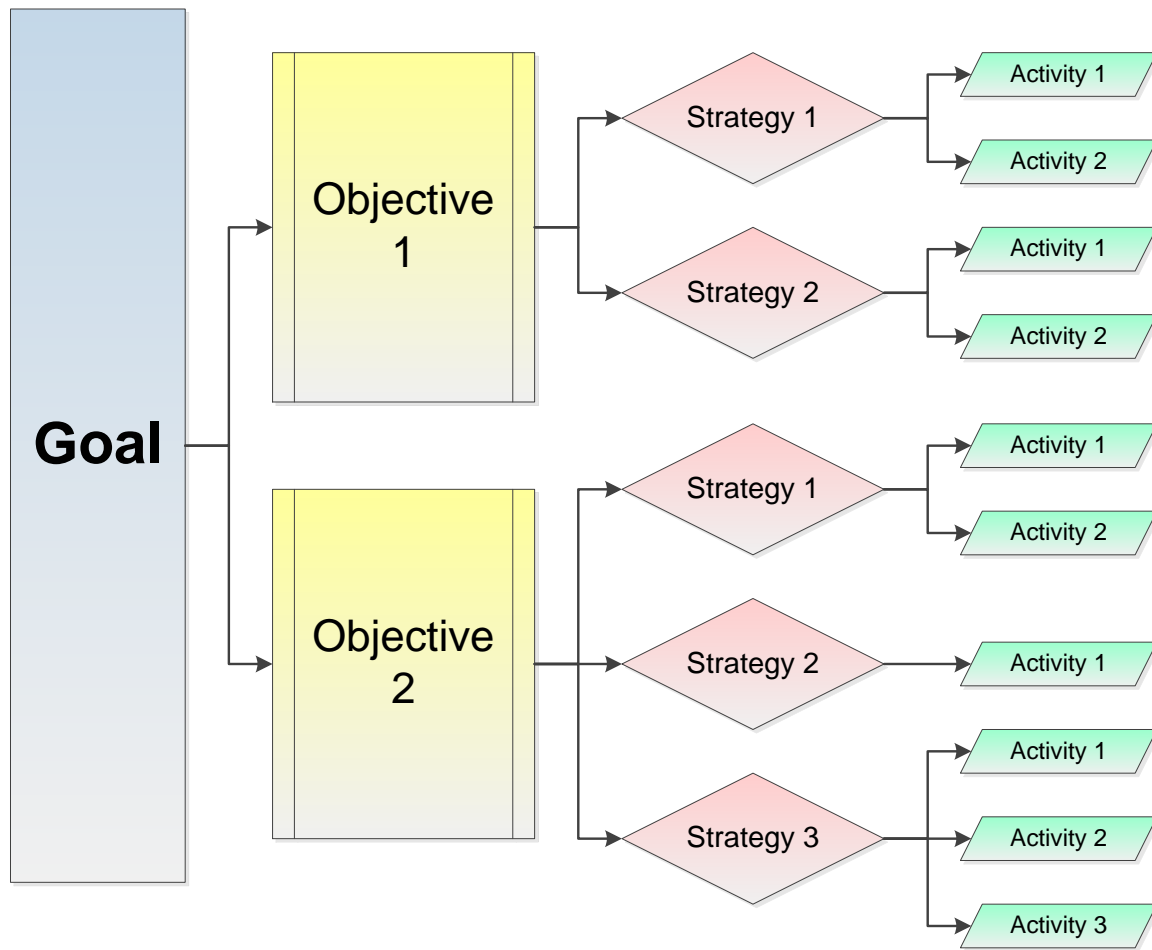


703 KAR 5:225 Section 9
Comprehensive School and District Improvement Plan Process

- (1) Each school or district shall annually develop, review, and revise a comprehensive school or district improvement plan.
- (2) The structure of a school or district comprehensive improvement plan shall include:
 - (a) Executive summary that shall include a vision and a mission;
 - (b) Needs assessment that shall include:
 1. A description of the data reviewed and the process used to develop the needs assessment;
 2. A review of the previous plan and its implementation to inform development of the new plan; and
 3. Perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions;
 - (c) Process for development that shall include:
 1. Analysis of data to determine causes and contributing factors;
 2. Prioritization of needs; and
 3. Development of goals, objectives, strategies, and activities based on the needs assessment and root cause analysis, that shall include targets or measures of success, timelines, persons responsible, a budget that includes resources needed and source of funding, and a process for meaningful stakeholder communications and input;
 - (d) A set of assurances, approved by and on file with the local board of education, with a signed declaration by the superintendent that all schools in the district are in compliance with the requirements of the statutes and administrative regulations included in those assurances; and
 - (e) A process for annual review and revision by the school or district.
- (3) Continuous improvement and capacity building shall drive the development of the plan.
- (4) Other required components in the process shall include:
 - (a) A standards-based process for measuring organizational effectiveness that shall include purpose and direction, governance and leadership, teaching and assessing for learning, resources and support systems, and using results for continuous improvement;
 - (b) A data driven self-evaluation based on the standards, including a means to gather meaningful stakeholder input;
 - (c) A written improvement plan based on the issues identified in the self-evaluation;
 - (d) A set of assurances that includes a determination of compliance with each assurance and the ability to upload any supporting documentation needed;
 - (e) Electronic submission of all elements of the plan;
 - (f) Monitoring implementation of the plan through implementation and impact checks; and
 - (g) Evaluation of the effectiveness based on the strategies and activities in the plan.
- (5) A CSIP shall also include the elements required of schools by KRS 158.649(5).
- (6) A CSIP or CDIP for a priority or focus school or district shall also address the following:

- (a) Curriculum alignment for schools within the district and within each individual school, ensuring the instructional program is:
 - 1. Research-based;
 - 2. Rigorous;
 - 3. Aligned with the Kentucky Core Academic Standards as established in 704 KAR 3:303; and
 - 4. Based on student needs;
 - (b) Provision of time for collaboration on the use of data to inform evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work, if a priority or focus school;
 - (c) Activities to target the underperforming areas of achievement, gap, growth, college and career readiness, or graduation rate;
 - (d) Activities to target demonstrators of weakness in program reviews;
 - (e) Activities to target areas of need identified in teacher and leader effectiveness measures;
 - (f) School safety, discipline strategies, and other non-academic factors that impact student achievement, such as students' social, emotional, and health needs, if a priority or focus school;
 - (g) Design of the school day, week, or year to include additional time for student learning and teacher collaboration, if a priority or focus school;
 - (h) Specific strategies to address gaps in achievement and graduation rates between the highest-achieving student performance group and the lowest-achieving student performance group, if a focus school or district; and
 - (i) Short-term, monthly plans for the first ninety (90) days of implementation, and the establishment of teacher turnaround teams with intensive year-round training focused on teacher effectiveness and school improvement in the professional development component of its plan, if a priority school.
- (7) A priority or focus district shall use a variety of relevant sources that shall include perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions to inform the needs assessment required by the CDIP. A district containing a priority or focus school shall assist those schools in using these data to inform the needs assessment required by the CSIP.
 - (8) The Commissioner's Raising Achievement and Closing Gaps Council and the Commissioner's Parents Advisory Council shall provide guidance to focus schools and districts as they conduct their needs assessments and revise their CSIPs and CDIPs.
 - (9) A priority school shall document meaningful family and community involvement in selecting the intervention strategies that shall be included in the revised CSIP.
 - (10) The CDIP for a district with a priority or focus school shall include the support to be provided to the priority or focus school by the district. The priority or focus school's CSIP shall include the support that will be provided by the district to the school.
 - (11) The CDIP for each district shall be posted to the district's Web site. The CSIP for each school shall be posted to the school's Web site.

The ASSIST Structure Model



Achievement Bingo

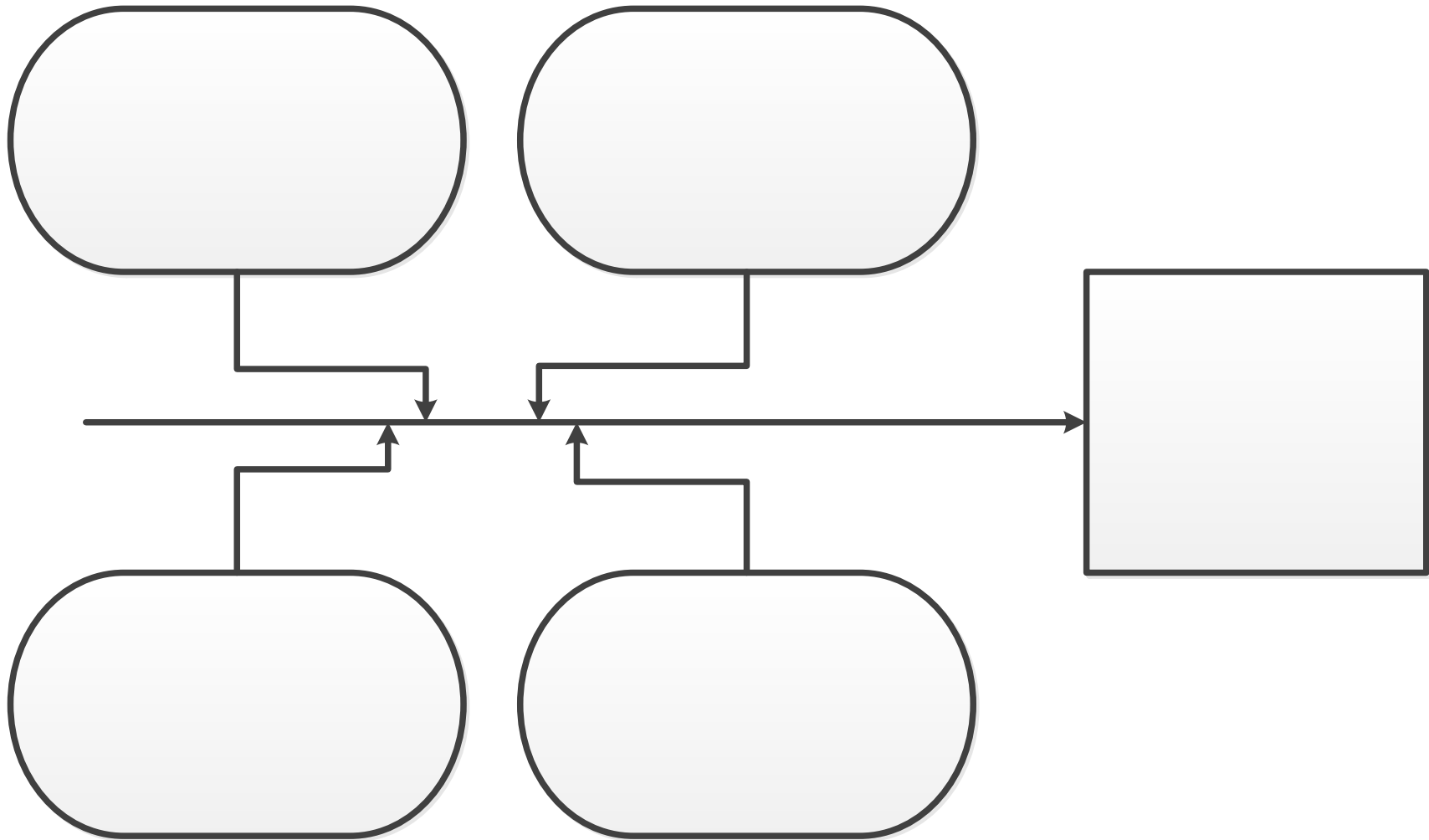
Directions: Your goal is to use your School Report Card data (or the State data included in a supplement booklet) to locate the information. If you are using your own School Report Card data, you may not have an answer for each box. For those, mark N/A and note why.

What is the percent proficient/distinguished in K-PREP mathematics for either grade 4 or grade 8 for Hispanics?	What is the Gap Delivery Target for 2015 for either elementary, middle or high school? What is the Graduation Rate Target for 2014-2015?	What is the 2013 Graduation Rate for Students with Disabilities – with IEP?
What is the grade 11 average score ACT Overall Composite for females?	Did the school meet its Annual Measureable Objective (AMO) for the school year? Did they meet graduation rate goal?	What is the non-duplicated Gap Group percent proficient/distinguished for Biology End-of-Course?
What is the percent proficient/distinguished for Free/Reduced Lunch in Reading for either grade 3, grade 7 or high school?	What is the percent proficient/distinguished in K-PREP writing for either grade 5, grade 8 or grade 10 for males?	What is the school's attendance rate? 94.8% What is the school's In-School Removal total student count?

Achievement Gap Data

Gap Group	% Novice/ Apprentice	% Proficient	Goal % P?D for 2015

Determining Priority Needs



Resources:

KDE SBDM Web Page:

<http://education.ky.gov/districts/SBDM/Pages/default.aspx>

School Improvement Web Page:

<http://education.ky.gov/school/csip/Pages/default.aspx>

School Report Card Link: <http://applications.education.ky.gov/SRC/>

Best Practices Web Page: <https://odss.education.ky.gov/bestpractices/>